DOCUMENT RESUME

ED 081 528 56 RC 007 235

AUTHOR McCracken, Wanda
TITLE Final Report of Outcome of Southeastern New Mexico Bilingual Program.
INSTITUTION Artesia Public Schools, N. Mex.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
PUB DATE 15 Jun 73
GRANT OEG-0-9-410028-3443(280)
NOTE 17p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Bilingual Education; *Comparative Analysis; *Elementary Grades; Grade 3; Grade 4; Language Arts; *Program Evaluation; Self Concept; Social Development; *Spanish Americans; Tables (Data); Testing
IDENTIFIERS Artesia; *Southeastern New Mexico Bilingual Program

ABSTRACT

The Southeastern New Mexico Bilingual Program's final report analyzed performance objectives to determine the outcome of the goals set for academic growth in the standard curriculum, as well as in the English and Spanish language arts, and growth in social development of students. The random sample consisted of 20 third and fourth graders from the standard program and 20 bilingual third and fourth graders. Groups were matched by chronological and mental age, IQ, family income, family situation (both parents, only father, or only mother), number of children in family, parents' education and occupation, and home language. The evaluation instruments were the California Test of Basic Skills, the Self-Image Test, the Spanish Language Arts Criterion Reference Test, the Otis-Lennon Mental Ability, and the Metropolitan Achievement Test. The findings showed: (1) Spanish speaking students profit richly from a systematic study of their first language and (2) non-dominant Spanish children attain a second language facility in Spanish when taught through systematic language arts curricula. Notations of staff development, acquisition of materials, parent/community involvement, and management are also given. (NQ)

ED 081528

FINAL REPORT OF OUTCOME
OF
SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM

OEG-0-9-410028-3443-(280)

GRANT PERIOD 7/1/72 - 6/30/73

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Submitted by:

Wanda McCracken
Project Evaluator

June 15, 1973

RC007235

FILMED FROM BEST AVAILABLE COPY

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM

OEG-0-9-410028-3443-(280)

FINAL REPORT OF OUTCOME BY PROGRAM EVALUATOR FOR GRANT PERIOD

7/1/72 - 6/30/73

June 15, 1973

The program evaluator's Final Report is concerned primarily with the analysis of performance objectives to determine the outcome of the goals set forth for academic growth in the standard curriculum as well as in English language arts and Spanish language arts and growth in social development of students.

Review of other goals of the program include notations of Staff Development, Acquisition of Materials, Parent/Community involvement, and Management.

The Evaluation instruments are:

1. The California Test of Basic Skills is part of the state testing program and was therefore designated as the basic instrument to measure the instructional and English language arts components.

2. The Self-Image Test is a project devised rating scale which, as is characteristic of such scales, is highly subjective and may be considered technically as a nominal number scale. In keeping with past analysis a mean has been determined, implying ordinal number qualities which, it should be noted, is taking liberties with statistical methods.

3. The Spanish Language Arts Criterion Reference Test was adapted by the Staff and appears adequate to determine baseline data and achievement loss or gain. The major advantage of the Criterion Reference Test is the fact that it is highly advisable that teachers do "teach to the test." Such practice may assure more reliability and validity in the Criterion Test results than can be assumed from standardized tests which teachers either overtly or subconsciously teach to all year long.

4. The Otis-Lennon Mental Ability was given city-wide to first grade students in the fall and therefore was used to assess the readiness and intellectual level of first graders in determining whether or not they achieved criterion objectives in keeping with these factors.

5. The Metropolitan Achievement Test is also given to all city students in Second grade levels. The scores from this test were used to help determine

the maturity and ability levels of the second grade children and to make a statement as to whether or not they were achieving criterion goals commensurate with their maturity and ability.

The Control Group was maintained for third and fourth grades in its entirety and some information was collected from first and second grade control groups. The program has attempted to match each Bilingual student in the group of twenty selected at random from those in the program with a counterpart who shares the following:

1. Chronological age (within two months).
2. Mental Age (within three months)
3. I.Q. (measured on same instrument, within ten points)
4. Family on Welfare or not
5. Family situation alike as to parents or parents at home
6. Family income comparable
7. Number of children in the family
8. Occupation of parents (skilled or unskilled)
9. Parents education
10. Home language

As original control group students have moved away, replacements have been substituted. At this point it seems advisable to review and update the control students to match the bilingual student in the above criteria more closely.

The test instruments and scores used in this report are on file in the Bilingual Office for the reader's reference should he wish to verify the analysis that follows in the report.

INSTRUCTIONAL AND ENGLISH LANGUAGE COMPONENTS

PERFORMANCE OBJECTIVES:

Dominant Spanish speaking children in Grades 3 and 4 in the Bilingual Program will learn 5% more of the standard curriculum as compared to dominant Spanish speaking children of the control group.

Measurement Instrument: California Test of Basic Skills

Results: (Expressed in grade equivalents)

Grade 4

Reading	Bilingual Group	Control group
Group mean 5/73	3.49	3.70
Group mean 10/72	2.49	3.35
Gain	1.00	.35

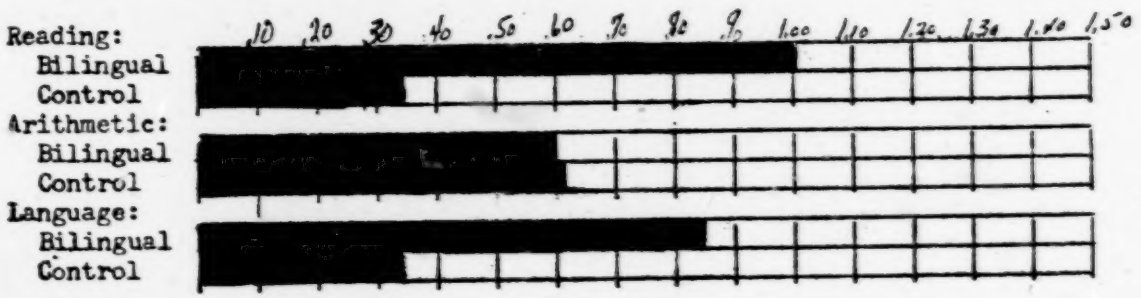
Conclusion: The gain of the Bilingual group is 53.8% more than the gain of the control group.

Arithmetic:		
Group mean 5/73	3.86	4.22
Group mean 10/72	3.26	3.61
Gain	.60	.61

Conclusion: The gain of the control group is 1.6% more than the gain of the Bilingual group.

Language:		
Group mean 5/73	3.65	4.00
Group mean 10/72	2.80	3.66
Gain	.85	.34

Conclusion: The gain of the Bilingual group is 61% more than the gain of the control group.



Dominant Spanish speaking cont'd

Grade 3 Reading	Bilingual group	Control Group
Group mean 5/73	3.02	3.24
Group mean 10/72	2.18	2.91
Gain	.84	.33

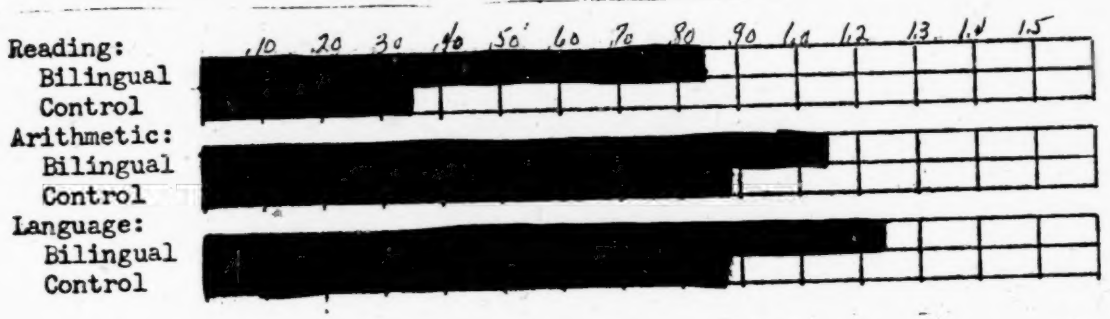
Conclusion: The gain of the Bilingual group is 64.7% more than that of the control group.

Arithmetic:		
Group mean 5/73	3.76	3.52
Group mean 10/72	2.72	2.74
Gain	1.04	.78

Conclusion: The gain of the Bilingual group is 33% more than the gain of the Control Group.

Language:		
Group mean 5/73	3.46	3.44
Group mean 10/72	2.32	2.55
Gain	1.14	.89

Conclusion: The gain of the Bilingual group is 28% more than that of the Control group.



SUMMATION: The goal of a 5% greater achievement was achieved in the English Language Component by both grades. (Grade 4 - 61%, Grade 3 - 28%)

In the Instructional Components, the goal of a 5% greater gain was achieved by both grades in Reading. (Grade 4 - 53.8%, Grade 3 - 64.7%) In the Arithmetic achievement, the fourth grade Bilingual group feel short of the 5% goal by 6.6% while the third grade exceeded the 5% goal with a total greater achievement of 33%.

INSTRUCTIONAL AND ENGLISH LANGUAGE COMPONENTS

PERFORMANCE OBJECTIVES:

Non-dominant Spanish speaking children in Grades 3 and 4 in the Bilingual Program will learn 5% more of the standard curriculum and will score an equivalent gain in the English language curriculum as compared to the non-dominant Spanish speaking children of the control group.

Measurement Instrument: California Test of Basic Skills

Results: (Expressed in grade equivalents)

Grade 4

		Bilingual Group	Control Group
Reading:			
Group mean	5/73	4.74	4.70
Group mean	10/72	4.26	4.38
Gain		.48	.32

Conclusion: The gain of the Bilingual group is 50% more than the gain of the control group.

Arithmetic:			
Group mean	5/73	4.62	5.03
Group mean	10/72	3.70	4.68
Gain		.92	.35

Conclusion: The gain of the Bilingual group is 162.9% more than the gain of the control group.

Language:			
Group mean	5/73	5.36	4.16
Group mean	10/72	4.10	3.43
Gain		1.26	.73

Conclusion: The gain of the Bilingual group is 72.6% more than the gain of the control group.

Non-dominant Spanish speaking cont'd.

Grade 3

Reading:	Bilingual Group	Control Group
Group mean 5/73	2.90	6.03
Group mean 10/72	2.50	4.48
Gain	.40	1.55

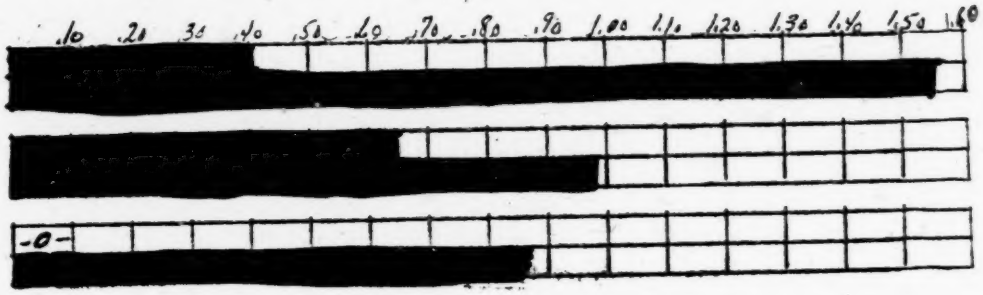
Conclusion: The gain of the Control group is 287.5% more than the gain of the Bilingual group.

Arithmetic:		
Group mean 5/73	3.95	4.88
Group mean 10/72	3.30	3.90
Gain	.65	.98

Conclusion: The gain of the Control group was 50.7% more that the gain of the Bilingual group.

Language:		
Group mean 5/73	3.10	5.85
Group mean 10/72	3.10	4.98
gain	- o -	.87

Conclusion: The gain of the Control group is 87% more than the gain of the Bilingual group.



SUMMATION: The fourth grade exceeded the goal of a 5% gain over the control group in reading by 45%, in arithmetic by 157.9%, and in language by 67.6%. Goal reached.

The third grade feel short of the goal of a 5% gain over the control group in reading by 292.5%, in arithmetic by 55.7%, and in language by 92%. Goal not reached.

The data for the first grade was analyzed using the Spearman Rank Correlation Coefficient r_s. This was done to determine the relationship between I.Q. and achievement of objectives. The following coefficients were obtained.

Subject matter	r_s
Science	+.69
Math	+.44
Social Studies	+.22
Reading	+.58
ESL-SSL	+.30
Multi Culture	+.09

The Kendall Partial Rank Correlation Coefficient was used to analyze the results of the second grade data in reading and math. The specific area of interest was whether or not students were learning objectives in accordance with their I.Q. scores and their scores on the Metropolitan Achievement Tests of October, 1972. The correlation for math was Txy.z = -.49. The result of the reading data was Txy.z = 1.14. (For a discussion of these tests and their application one may refer to Nonparametric Statistics by Sidney Siegel.)

INSTRUCTIONAL AND ENGLISH LANGUAGE COMPONENTS cont'd

PERFORMANCE OBJECTIVES:

In addition to the information provided by standardized testing the following teacher assessment via an informal questionnaire is relevant to achievement in the instructional and English language components:

Question: In your opinion, what percentage of Spanish surname children in your class have learned at least 5% more of the standard curriculum as a result of bilingual instruction?

10% or less	36% of the teachers
30%	10% " " "
50%	20% " " "
70%	17% " " "
90% or better	17% " " "

Question: In your opinion, what percentage of Spanish surname children in your class have learned as much of the standard curriculum as a result of Bilingual instruction?

10% or less	30% of the teachers
30%	15% " " "
50%	11% " " "
70%	26% " " "
90% or better	18% " " "

Question: In your opinion, What percentage of English surname children in your class have learned as much of the standard curriculum even though part of the instruction was bilingual?

10% or less	30% " " "
30%	-0-
50%	9% " " "
70%	11% " " "
90% or better	39% " " "

The teachers answers indicate that slightly more than half feel that Program is of positive benefit to the students. Their strongest support appears in the response to the progress of the English surname children indicating that teachers do not feel bilingual instruction is a hindrance to the achievement of the English speaking child.

SPANISH LANGUAGE COMPONENT

PERFORMANCE OBJECTIVE:

1. Students in the program in Grades 3 and 4 will show greater facility in use of the Spanish language than the Control group students:
   a. Dominant Spanish Speaking students by 10%
   b. Non-dominant Spanish speaking students by 15%

2. Students in Grades 1 and 2 will show increased facility in the use of the Spanish language.

Measurement Instrument: Spanish Language Arts Criterion-Referenced Test - developed by the Project Staff.

Results:

Grade 4 - Dominant Spanish speaking students:

	Bilingual Group	Control group
Baseline - assumed equivalency		
Test Scores - May, 1973	137.6 (88.2%)	84.2 (53.9%)
Possible Total Score - 156		

Conclusion: The achievement of the dominant Spanish speaking students of the Bilingual group exceeded the dominant Spanish speaking students' achievement in the control group by 63%. Goal attained and surpassed by 53%.

Grade 4 - Non-dominant Spanish speaking students:

	Bilingual Group	Control group
Baseline - assumed equivalency		
Test Scores - May 1973	144.6 (92.7%)	58.5 (37.5%)
Possible Total Score - 156		

Conclusion: The achievement of the non-dominant Spanish speaking students of the Bilingual Group exceeded the achievement of the non-dominant Spanish speaking students of the Control Group by 147%. Goal attained and surpassed by 132%.

Grade 3 - Dominant Spanish speaking students:

	Bilingual Group	Control Group
Baseline - assumed equivalency		
Test Scores - May, 1973	126.3 (92.2%)	58.8 (42.9%)
Possible Total Score - 137		

Conclusion: The achievement of the dominant Spanish speaking students of the Bilingual Group exceeded the achievement of the dominant Spanish speaking students of the control group by 114.8%. Goal attained and surpassed by 104.8%.

Grade 3 - Non-dominant Spanish speaking students:

	Bilingual Group	Control Group
Baseline - assumed equivalency		
Test Scores - May, 1973	109.0 (79.5%)	45.5 (33.2%)
Possible Total Score - 137		

Conclusion: The achievement of the non-dominant Spanish speaking students of the Bilingual Group exceeded the achievement of the non-dominant Spanish speaking students of the Control Group by 139.6%. Goal attained and surpassed by 124.6%.

Grade 2
Dominant Spanish speaking children - - - 126.3 of possible 152 = 83.1%
Non-dominant Spanish speaking children - 104.2 of possible 152 = 68.6%

Grade 1
Dominant Spanish speaking children - - - 46.2 of possible 58 = 79.7%
Non-dominant Spanish speaking children - 46.6 of possible 58 = 80.3%

Lab Group, Grade 2
Dominant Spanish speaking children - - - 117.5 of possible 152 = 77.3%
Non-dominant Spanish speaking children - 117.1 of possible 152 = 77.0%

Lab Group, Grade 1
Dominant Spanish speaking children - - - 37.6 of possible 58 = 64.8%
Non-dominant Spanish speaking children - 39.8 of possible 58 = 68.6%

Conclusion: It is concluded that students in grades 1 and 2 are increasing in facility in the use of the Spanish language.
If a minimum achievement level of 70% were to be established, the dominant Spanish speaking children of Bilingual Grade 2 would exceed the minimum achievement level by 13.1%; those in Bilingual grade 1 would exceed the minimum achievement level by 9.7%; and those in the Second Grade Lab group would exceed the minimum achievement level by 7.3%. The dominant Spanish speaking children in the First grade Lab Group would fall short of the 70% minimum achievement level by 5.2%.
With a subjected minimum achievement level of 70%, the non-dominant Spanish speaking students in Bilingual Grade 2 fall short by 1.4%; those in Bilingual Grade 1 exceed by 10.3%; those in the Second grade lab group exceed by 7.0%; and those in First grade lab group fall short by 1.4%.

SUMMATION:
From the above comparisons, it becomes obvious that: a. Spanish speaking students profit richly from a systematic study of their first language, and b. that non-dominant Spanish children attain facility in Spanish as their second language when taught through systematic Spanish language arts curricula.

Teacher responses to an informal questionnaire reveal thatthe improvement made by the Spanish surname child in his Spanish are as follows:

Improvement of 5% or less	11%
Improvement of 10%	18%
Improvement of 30%	21%
Improvement of 50%	29%
Improvement of 70% or more	21%

Percentages of teacher questionnaire responses judging the English surname child's improvement in Spanish are:

Improvement of 5% or more	13%
Improvement of 10%	13%
Improvement of 30%	26%
Improvement of 50%	22%
Improvement of 70% or more	26%

SELF-IMAGE COMPONENT

PERFORMANCE OBJECTIVE:

All students in the Bilingual Program will have a 5% better self-image than Control students.

Measurement Instrument: Project developed self-image scale

	Bilingual	Control	Difference	Conclusion:
Grade 4	16.95	14.7	2.5	The Bilingual group exceeded the Control group by 15.3%. Goal reached.
Grade 3	14.4	13.9	.5	The Bilingual group exceeded the Control group by 3.6%. Short of goal by 1.4%.
Grade 2	18.2	15.6	2.6	The Bilingual group exceeded the Control group by 16.6%. Goal reached.
Grade 1	15.8	15.3	.5	The Bilingual group exceeded the Control group by 3.3%. Short of goal by 1.7%.

Further analysis reveals the changes within each group as follows:

	Bilingual	Control	Comparison of groups:
Grade 4			
10/72	16.5	15.6	The Bilingual group gain gives them a 135% gain over the Control group which lost in self-image.
5/73	16.95	14.7	
	+.45	-.9	
Grade 3			
10/72	14.75	14.9	Both groups lost in self-image; the loss of the Bilingual group was 53.8% less than that of the Control group
5/73	14.4	13.9	
	-.35	-1.0	
Grade 2			
10/72	18.2	15.6	The Bilingual group showed neither loss nor gain; no comparison for control group.
5/73	18.2	----	
	-0-		
Grade 1			
10/72	15.7	15.3	The Bilingual group showed an increase of .6%, no comparison for control group.
5/73	15.8	----	
	+.1		
Lab Group			
10/72	15.2		The self-image of the Lab students increased by 12.5%.
5/73	17.1		
	+ 1.9		

Self Image Component cont'd

SUMMATION:

In preceeding years the self-image tests have shown both the Bilingual and the Control groups to be high at the beginning of their school careers and declining thereafter. The pattern in 1973 reverses this trend by showing the Bilingual Group in Grades 4, 1, and Lab increasing their self-images and the Bilingual Second Grade maintaining the highest self image of any of the groups. Only the Third Grade in the Bilingual Program showed a loss in self-image.

The fact that the Control groups continue to show self-image loss suggests that the Bilingual Program is indeed meeting its goal of fostering a strong, positive self-concept. A possible explanation of the higher self-concept in the Bilingual Program may be the achievement - success factor as suggested by the Third grade performance on the CTBS as compared to the Fourth grade performance on the same instrument. Another hypothesis to be considered is the application by the Bilingual teachers and Bilingual aides of the methods and principles derived from the Human Development Workshop presented at the beginning of the school year. Still another possible factor may be the fact that students made the self-image rating following their Fiesta performance and may have been basking in the pride and enjoyment that follows a successful performance.

SELF-IMAGE COMPONENT cont'd

Teacher responses to an informal questionnaire are as follows for three items relating to the child's self image:

Question: How would you rate the Spanish surname child's self image at the close of this year's program?

1. feels inferior	-0-
2. lacks confidence	-0-
3. average	16%
4. feels confident	42%
5. very good	42%

Question: How responsive are the Spanish surname children in your class at the close of this year's program?

1. never or seldom respond	-0-
2. responds only when asked a direct question	3%
3. responds adequately	26%
4. responds and adds his own ideas	68%
5. is more responsive than the English surname child	3%

Question: How socially involved are Spanish surname children in your class at the end of this year's program?

1. totally withdrawn	-0-
2. involved with Spanish surname peers only	-0-
3. mixes only in the classroom	3%
4. mixes with some English surname children	14%
5. mixes freely with English surname children	83%

The teacher's responses to these items on the questionnaire offer strong support of the rating scale responses by students in the Bilingual program as to positive self concepts .

PROCESS OBJECTIVES: Instructional Component, Spanish Language Component, English Language Component, and Self-Image Component.

Pages 8, 12, and 15 of the Evaluation Design set forth the Process Objectives for Instructional Component, Spanish Language Component, and English Language Component respectively as: "All children will be taught by Bilingual teachers utilizing both English and Spanish for teaching purposes on a 50% classroom time basis."

The following questionnaire responses by the teachers and the aides are concerned with these process objectives:

Question: To what extent was your classroom conducted in a bilingual manner? (Two languages used for instruction)

None at all	7% of the teachers and aides
More English than Spanish	30%
One subject taught in Spanish	7%
Two or three subjects in Spanish	30%
All subjects taught bilingually	24%
All except English Language Arts and English Reading	3%

Question: How valuable is teaching subject matter in Spanish?

None at all	-0-
Little importance	16%
Some importance	36%
Very important	29%
Most important	19%

Question: In your opinion, how well are your students prepared to operate in a bilingual setting?

None at all	3%
Have had little preparation	17%
Have had some preparation	40%
Have had adequate preparation	27%
Will do well	13%

From these questions, classroom visitation and a review of lesson plans it is not possible to verify whether or not equal classroom time was given to reach the goal. Equal teaching language emphasis indicated by the 24% who taught all subjects bilingually and by the 3% who taught all subject except English Language Arts and English reading bilingually. The 29% who consider that teaching subject matter in Spanish to be very important and the 19% who consider it to be most important might be expected to be those teachers who do concientiously give equal instruction in English and Spanish. Forty percent of the teachers and aides felt confident enough in student bilingual efficiency to rate their students as having had adequate preparation or better to operate bilingually.

During classroom visitation periods, a disparity among classrooms in the use of Spanish instruction was noted. One class would be studying subject matter in English during one visit and the same subject matter in Spanish during another visit. Another class appeared to communicate in Spanish only during that portion of the curriculum devoted to Spanish Language Arts.

PROCESS OBJECTIVES cont'd

Spanish Lab Component, Evaluation Design, page 8 states: ""The Bilingual Aide will present <u>all</u> areas of the curriculum in Spanish under direct supervision of the lab-teacher on a 12½ hour per week basis depending on teacher diagnosis of required instruction. All children will be taught standard curriculum by the use of a teacher-teacher aide team where at least one member of the team is bilingual."

The teacher-teacher aide teams do have at least one bilingual member and all of the aides are bilingual. The 12½ hour per week stipulation should be reviewed in the succeeding year's Evaluation Design as it requires that the bilingual person teach constantly in Spanish if that bilingual person is the aide since the paraprofessional is in the classroom only during the morning. Most of the aides are being given teaching responsibilities, a most notable instance is the aide who takes half the class members for instruction in Spanish language arts or other curricular areas to be taught in Spanish while the teacher continues with the other class members in another curricular area.

Evaluation Design, page 17, sets forth the process objective of the self-image component thus: "The teachers will provide experiences oriented to the multicultural heritage of the target group."

Most outstanding evidence that teachers are meeting this goal is the performance of the students in the Fiesta in which they sang songs, presented dances, played stories, etc. centered around the multicultural heritage they represent. Holidays were fruitful in study of multiculture - Halloween, Columbus Day, Christmas, and New Year's Day. The most noted lack of presentation of multiculture was one primary group in which only one of the thirty-six criterion-reference goals was taught.

STAFF DEVELOPMENT

Evaluation Design, pages 18-24.

Professional and para-professional personnel attended five workshops as set forth in the performance objectives:

1. Human Development Workshop I (August 14-16, 1972)
2. Human Development Workshop II (September 23, 1972)
3. Curriculum Development for Culturally Different Children (October 21, 1972)
4. Culture and Folklore - Dr. Sabine Ulibarri (November 4, 1972)
5. Horario de Taller Pedagocio (December 15, 1972
   (Piaget's methods in the classroom, Spanish materials, Effective use of music in bilingual education, Cultural aspects of bilingual education)

Questionnaire evaluation by the teachers and aides of the workshops:

Question: How effective were the workshops and in-service training?

None at all	3% of the teachers and aides
Need more	-0-
Average	45%
Met out needs	17%
Very good	35%

Paraprofessionals are enrolled in formal course work aimed toward a B. S. Degree in Elementary Education with a Minor in Spanish. Twenty-eight responded to the question, "How do you view the instructional program by Eastern New Mexico University as it is related to preparing the paraprofessional for the classroom?" with 0% saying it does not meet the needs, 10% feeling it meets some needs, 32% feeling it to be average, 29% rating it as meeting most needs, and 29% rating it as "very good".

Responses to the question, "How effective has the paraprofessional been in your classroom?" find 3% (one teacher) rating of some effectiveness, 35% average effectiveness, 27% noting above average effectiveness, and 35% rating the paraprofessional as being very effective.

In rating the paraprofessional's ability to present Spanish as a second language, 11% felt the paraprofessional needed more assistance and training, 37% gave an average rating, 30% rated the aide as feeling confident, and 22% rated the paraprofessional as superior.

In rating the paraprofessional's ability to present subject matter in Spanish, twenty-seven people responsed as follows: needs more assistance and training, 26%; average, 26%; feels confident, 26%, and superior, 22%.

Observation during visitations in the classrooms found both teachers and paraprofessionals in the eight Bilingual classrooms working as a team. During those first visits it was difficult to determine which person was the teacher and which was the aide - a highly commendable situation in which the aide was very proficient and confident and the classroom teacher was not threatened by the aide but rather was secure in her own competence and example to relegate responsibility to her aide. The teachers are most supportive of their aides and, in return, the paraprofessional gives an effective performance.

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS:

The program has extended it's inventory to encompass materials and equipment relevant to the fourth grade curriculum. Part of these materials such as science and health units have been created by the project staff to teach the subject matter as part of the Spanish language experience. Teachers were solicited by the project director and the curriculum specialist for materials and supplies and their requests were ordered. The effectiveness of the project developed materials was rated by 60% of the teachers and aides as average, by 17% as above average, and by 23% as being very effective. When asked how extensively they used the project developed materials, 27% replied that they used some materials, another 27% used about half, 36% used more than helf, and 10% used all of the materials developed for their teaching situations. 3% of the teachers felt a lack of available materials in Spanish, 16% thought them average in availability, 55% felt their needs had been met, and 26% felt that the availability of materials was very adequate.

PARENT/COMMUNITY INVOLVEMENT

The most valid evaluation of this portion of the project may be reached through a perusal of the scrapbook maintained by the Home/School coordinator. Twenty-four field trips brought parent sponsors and community members into the program. Library usage includes the parents of children in the program who are learning to read their home language (Spanish) for the first time. (It is sad to find many assume parents who speak Spanish also read and write the language without realizing that the communications areas in Spanish must be taught and learned just as in English)

The strongest evaluation of parent/community involvement is evidenced by the school board decision to implement two bilingual kindergarten classrooms for the 1973-74 school year and to have two bilingual classrooms at each elementary grade level in two of the elementary schools for the 1973-74 school year.

MANAGEMENT

The Project Director has fulfilled the requirements assigned in the Evaluation Design, pages 33 and 35 with admirable efficiency, enthusiasm, and diplomacy. The overall success of the program testifies as to his judgments in selecting personnel and supporting and training the staff members. Materials are ordered, college courses arranged, inservice training and workshops are organized and executed through his effective and reliable leadership.

RECOMMENDATIONS

The following recommendations are offered for consideration in so far as they may be of use to the Project Director and Staff as they revise or adapt the program procedures in the future:

1. Use the May, 1973 CTBS as baseline data for the 1973-75 grant period.

2. Revise the self-image scale to eliminate the ambigious terminology such as "some", "many", "Talks well" and "few". In this report the practice of making mean comparisons for the rating scale has been done in continuance of past procedure. Technically, such statistical analysis is inappropriate for rating scale material.

3. Reduce the number of workshops to avoid over-saturation of teachers whose performance is exceptional in comparison with classroom teachers in other schools and other areas.

4. Provide teachers with demonstrations of the use of criterion referencing in grouping for learning in their own classrooms.

5. Develop Criterion Reference Tests for each curricular area in the same manner as has been accomplished for the Spanish Language Arts area.

6. Establish criterion expectancy in the fall for each student as baseline data for evaluation purposes.

7. Revise control groups for Grades 4 and 5 to more closely match the Bilingual group.

8. Eliminate the use of control groups in Grades 1, 2, and 3. and apply that time and energy to develop the internal assessment program of driterion referencing.

The performance of students in the program and staff members, the atmosphere of the Bilingual classrooms, and the extent to which this project is attaining the objectives set forth are offered as very strong evidence by this evaluator that this program should be continued.

Respectfully submitted,

Wanda McCracken

Wanda McCracken
Program Evaluator
June 15, 1973